Included here are two sample lessons from the 8th grade Spirit of Truth teacher’s guide, followed by the corresponding pages from the 8th grade student workbook.

Order the full Grade 8 books at SophialInstituteforTeachers.org/SpiritofTruth
Learning Goals

- We should apply our study of Church history to our understanding of our identity as Christians and to inform our future built upon the successes, wisdom, and traditions of the past.
- Who we are determines what we do—not the reverse, as the world believes today.
- To understand who we are, we must understand our nature.
- God, who is a communion of Persons, created each of us in His image and likeness, so that we could spend eternity with Him in Heaven. Therefore our nature is love, and we were made for loving communion with God and with each other.
- Jesus and the saints teach us that when we strive for holiness and cooperate with God’s grace—when do what were made to do—we will be happy, even if we do not feel “happy” in the moment.
- Because we know the Church will endure forever, we know that saints are still being made today.
- Jesus calls us all to be saints.

Connection to the Catechism of the Catholic Church

- CCC 31
- CCC 357
- CCC 362
- CCC 1700
- CCC 1716-1729
- CCC 1733
- CCC 2013

Vocabulary

- Christian Anthropology
- Worldview
- Prophet

BIBLICAL TOUCHSTONES

Before I formed you in the womb I knew you, before you were born I dedicated you, a prophet to the nations I appointed you.

JEREMIAH 1:5

Now this is eternal life, that they should know you, the only true God, and the one whom you sent, Jesus Christ.

JOHN 17:3
Lesson Plan

Materials

- Happy or Not Happy?
- Good or Not Good?
- To Be(lieve) or Not to Be(lieve)—That Is the Question
- “What Is the Truth,” brief selection (nonviolent) from The Passion of the Christ
- The Call of Jeremiah
- Saints and Still Being Made

DAY ONE

Warm-Up

A. Without explanation, ask students to turn to Happy or Not Happy? (page 160) and complete Part I. (This activity should be done quickly, without overthinking it.) Ask for volunteers to share which images they circled and why.

B. Then give students a few moments to reflect on and journal a response to the prompt at the end of that section. Call on volunteers to share their thoughts, and lead students to conclude that the “happy” images are happy because they show things, plants, or animals being what they were made to be and doing what they were made to do. A car was made to be driven; a river was made to flow; a plant was made to grow and bloom; a bird was made to fly.

C. Draw out of students what they have now evidenced they already know: all things of material creation, from minerals to plants to animals to human persons have a nature. Happiness comes from following our nature and doing what we were made to do.

D. Have students complete Part II of Happy or Not Happy?. Remind them not to overthink it.

E. Discuss how in these cases the first picture is a depiction of sin, while the second picture shows a human person doing something he or she was made to do.

Activity

A. At this natural transition point, explain that our task, if we want to be happy, is to discover what our nature is and what we were made to do
B. Write the following four questions on the board, and then ask a student to name any object in the room (for example, a desk, a chair, the clock, and so forth). Answer the questions for the object, and then do the same exercise for one or two more items.

› What is it?  
› Who or what made it or caused it to happen?  
› What is it made of?  
› What was it made for?

C. Explain to your students that St. Thomas Aquinas (a brilliant theologian who lived in the 11th century) and ancient Greek philosophers such as Aristotle, believed that you could fully explain something by answering four basic questions about that thing.

D. Now ask students to turn to a partner and discuss these four questions in regard to a human being.

E. After a few moments, debrief as a class and lead students to answers similar to those below. Note: let students know that you will continue to discuss these ideas in the coming days, including what happens if they think they disagree with one or more of these answers.

› What is it? A human being, made in the image and likeness of God.  
› What is it made of? A physical body, and a spiritual soul.  
› Who or what made it or caused it to happen? God created the person’s soul, and his or her parents cooperated with God’s creative power to bring forth life. (Parents do not produce their child’s soul).  
› What was it made for? Communion with God and other human beings.

F. Ask a student summarize what we can learn about human happiness on the basis of human nature. We were made to love God and each other and to go to Heaven when we die. When we strive for holiness and cooperate with God’s grace – when we do what were made to do, which is to see God face-to-face in Heaven – we are happy (even if we don’t feel happy in the moment.)

Formative Assessment

A. Have students keep these ideas in mind as they complete the last section of Happy or Not Happy?. They should explain how each scenario shows us human happiness in the true sense of the word.

B. Then go through each statement on Good or Not Good? (page 162) together to reinforce understanding. Have students answer the reflection questions independently in class or for homework.

Good or Not Good?

Directions: Read each statement and respond to the prompt, then answer the questions.

1. A student tears pages out of a library book. Is this good for the book? Is this good for the student?

2. A man breaks into an art museum and uses a knife to slash the paintings. Is this good for the paintings? Is this good for the man?

3. A man and a woman fall in love, marry, and have children. Is this good for the husband and wife? Is this good for the children?

4. A nun spends her life serving poor people. Is this good for the nun? Is it good for the poor?

Reflection Questions

5. Why is all sin contrary to our nature?

6. What is the greatest good for a human person?
DAY TWO

Warm-Up

A. Read aloud the St. Irenaeus quote from *Happy or Not Happy?* and discuss how, when we strive for holiness and when we cooperate with God’s grace—in other words, when we do what we were made to do, which is see God face-to-face in Heaven—we are happy (even if we don’t feel happy in the moment.)

B. One of Jesus’ central teachings, the Beatitudes, is a series of statements in which He tells us who the “blessed” are.

C. Have a student stand and read the Beatitudes from Matthew 5:1-12.

   Blessed are the poor in spirit,  
   for theirs is the kingdom of heaven.  
   Blessed are they who mourn,  
   for they will be comforted.  
   Blessed are the meek,  
   for they will inherit the land.  
   Blessed are they who hunger and thirst for righteousness,  
   for they will be satisfied.  
   Blessed are the merciful,  
   for they will be shown mercy.  
   Blessed are the clean of heart,  
   for they will see God.  
   Blessed are the peacemakers,  
   for they will be called children of God.  
   Blessed are they who are persecuted for the sake of righteousness,  
   for theirs is the kingdom of heaven.  
   Blessed are you when they insult you and persecute you and utter every kind of evil against you [falsely] because of me.  
   Rejoice and be glad, for your reward will be great in heaven. Thus they persecuted the prophets who were before you.

D. Discuss how Jesus’ promises of happiness in Heaven flow from things we must do or endure here on earth that do not sound as if they will be much fun, such as mourning and being persecuted. What is needed to believe in and do all these things? Love.

E. Discuss how, when Jesus redeemed us on the Cross, and in the graces and virtue He gives us in Baptism, He makes it possible for us to share in His divine life of love and perform these actions with love.
Activity
Have students turn to a partner and think back to all the saints they have learned about (in this unit and beyond) who were “poor in spirit,” who “mourned,” and exhibited the other qualities Jesus describes in the Beatitudes. Call on a few pairs to share their responses. For example:

- St. Gregory the Great was a peacemaker when he sent monks to evangelize England.
- St. Thomas More was persecuted for his fidelity to the Church.
- St. Peter Claver was poor in spirit alongside the enslaved.
- St. Catherine of Siena mourned those who had died of bubonic plague.

Formative Assessment
A. Ask students to focus their thinking on the history they have studied during this unit, stretching back to pagan Rome, the Enlightenment era, the spread of communism, and so forth. Why does it matter where we believe humans come from? From a practical standpoint, what is the difference between a worldview that says God created humans in His image and likeness, and a worldview that says humans are simply more highly evolved animals? Encourage reasoned discussion for a few moments.

B. Write “Christian anthropology” on the board, and define it for students as the study of the origin, nature, and destiny of mankind.

C. Ask students to recall the exercise in which you asked St. Thomas Aquinas’s four questions about a human being. What if one or more of the answers to the questions was different. (For example, what if one did not believe that God made each human being?) Why would that matter?

D. Ask students to turn to To Be(lieve) or Not to Be(lieve)— That Is the Question (page 163). Read the information aloud with students. Then have them discuss the essay and complete the charts with their parents at home, and report back tomorrow on how their conversations went.
DAY THREE

Warm-Up

A. Project Catechism of the Catholic Church no. 2013, and have a student stand and read it aloud:

“All Christians in any state or walk of life are called to the fullness of Christian life and to the perfection of charity.” All are called to holiness: “Be perfect, as your heavenly Father is perfect.”

In order to reach this perfection the faithful should use the strength dealt out to them by Christ’s gift, so that...doing the will of the Father in everything, they may wholeheartedly devote themselves to the glory of God and to the service of their neighbor. Thus the holiness of the People of God will grow in fruitful abundance, as is clearly shown in the history of the Church through the lives of so many saints.

B. Ask your students the following questions:

› What are all Christians called to? The fullness of Christian life and the perfection of charity — holiness.

› Whom does Jesus tell us to be perfect as? Our Heavenly Father.

› How do we strive to reach this perfection? By using the strength given to us by Christ’s gift (of salvation and grace) to do the will of the Father in everything and by devoting ourselves to the glory of God and service of our neighbor.

› What has the history of the Church shown through the lives of the saints? The holiness of the People of God.

C. Explain to your students that each and every one of us is called to holiness. The Church calls this the universal call to holiness. This is our primary vocation — to be holy. Whether we are called to married life, religious or priestly life, or the consecrated single life, every one of us must seek holiness and to be perfect as our Heavenly Father is perfect. How do we do this? Jesus Himself and the lives of the saints throughout the history of the Church provide the road map to holiness for us. Jesus and the saints each bore witness to the truth, and many gave their lives for the truth. In this is holiness. Today, perhaps more than ever before, the world is in need of people to stand up for the truth and to actively seek holiness. The world still needs saints, which we are all called to be.

D. Ask students to recall from Lesson 1 of this unit how Jesus made us sharers in His offices of priest, prophet, and king. One common thread among these three roles is the centrality of truth. Most especially in His office as priest, Jesus offers us graces to live charitably and recognize truth. To be able to recognize truth, we must be open to it and to Him.

E. Show the brief “What Is the Truth” selection (nonviolent) from The Passion of the Christ, available at YouTube.com/watch?v=IJffBsSg1kU.
F. Discuss how Pilate was unable to see the truth, even as Jesus, Truth Himself, offered Himself to Pilate. Pilate's question “What is truth?” is so often at the root of moral struggles for many. If we don't know the truth, we do not know how we should live.

G. Have a student stand and read aloud John 8:31-32:

Jesus then said to those Jews who believed in him, “If you remain in my word, you will truly be my disciples, and you will know the truth, and the truth will set you free.”

H. Here, Jesus tells us that if we keep His commandments we will know who we are. We will be set free to choose the good and reach our eternal destiny of Heaven.

I. Discuss how the Holy Spirit has spoken the truth through the prophets. (A prophet is one who speaks for God – or one who speaks the truth.) Have students complete The Call of Jeremiah (page 166).

Activity and Assessment

A. Recall from last lesson that not only did Jesus promise that the Church will last until the end of time, but He reaffirmed His promise to the Apostles with His last words to them on this earth. He told them He would always be with them, and He is still here with us today. And because we know the Church will endure forever, we know that saints are still being made today.

B. Have students complete Saints Are Still Being Made (page 167).
Answer Key

Happy or Not Happy?

Part I: Accept reasoned answers that connect happiness to a thing or animal acting in accordance with its nature – doing what it is meant to do.

Part II: In each pair, one picture is a depiction of sin, while the other picture shows a human person doing what he or she is meant to do. Students should be starting to grasp the idea that sin is bad for us because it goes against our nature.
Part III

St. Irenaeus said, “The glory of God is man fully alive, and the life of man is the vision of God.” When we turn away from sin and toward the good, when we strive for holiness, and when we cooperate with God’s grace—in other words, when we do those things that lead to our destiny, which is to see God face-to-face in Heaven—we are happy (even if we don’t feel happy in the moment). With this concept of happiness in mind, complete this last section. For each, explain how the image shows us human happiness in the true sense of the word.

1. It is 3 a.m., and this exhausted mother would be much “happier” asleep in bed. Why is she in truth happier holding her sick baby?

____________________________________________________________________________
____________________________________________________________________________

2. St. Gianna Molla turned down cancer treatment that might have saved her life, because the treatment would definitely have killed her unborn baby. Why do you think she was happy to make this decision?

____________________________________________________________________________
____________________________________________________________________________

3. St. Maximilian Kolbe volunteered to die in the place of one of his fellow prisoners in a Nazi prison camp. He was thrown into a cell, and the guards checked on him every day as he slowly starved to death. How is it possible that each day, the guards found him smiling and serene right up to the day he died?

____________________________________________________________________________
____________________________________________________________________________

4. Jesus suffered and died for our sins, and then rose again, conquering death so we would not have to suffer eternal separation from God. How doesthe Crucifixion reveal true happiness?

____________________________________________________________________________
____________________________________________________________________________

Answer Key

Part III:

1. A mother loves her children. We are all called to love, and she is acting in accordance with this nature by putting the needs of her baby first. Although she’d probably rather be sleeping, she is happier caring for her baby, who is sick.

2. St. Gianna Molla loved her baby so much that she chose to die rather than take away her baby’s chance to live. It was an act of heroic virtue to give up her own life for her child. Jesus is the best model of this kind of sacrificial love.

3. St. Maximilian Kolbe loved his fellow man and offered his own life in the place of another. He was smiling because he was at peace, knowing that he was living his vocation to the priesthood and being Christ in the world. It was an act of heroic virtue to die willingly for another. Jesus is the best model of this kind of sacrificial love.

4. Jesus died for our sins, and then rose again, conquering death so we would not have to suffer eternal separation from God. To suffer in place of another is the greatest happiness for those conformed to Christ.
Answer Key

1. It is bad for the book, because the book was made to be read. Tearing out pages is contrary to this purpose. Is it bad for the student because destroying property is sinful and hurts his soul, and also hurts his neighbors, who will not be able to read the book now.

2. It is bad for the art, which was made to beautify the world and to be viewed and enjoyed. It is bad for the vandal because destroying property is sinful and hurts his soul, and it also hurts his neighbors, who will not be able to view these works of art.

3. It is good for both spouses because they are answering their vocation to love in married life. It is good for the children, who will be raised by a loving mother and father. All of these are in accord with human nature.

4. It is good for the nun because, though she has given up worldly pleasures, she has given herself to Jesus, who taught us to see His face in the poor. It is good for the poor because their physical and spiritual needs are being met and they are being shown love, which every human being needs and desires.

Reflection Questions:

5. All sin is contrary to our nature because it hurts our ability to have loving communion with God and each other and to go to Heaven, which is what we were made to do. In the case of mortal sin, it severs that communion and prevents us from doing what we were made to do.

6. The greatest good is that which gets us closest to God.
To Be(lieve) or Not to Be(lieve)—That Is the Question

Directions:  Read the essay and complete the charts. Then answer the reflection question.

You may have heard of the character Hamlet from the Shakespearean play of the same name. He famously asked, “To be or not to be, that is the question.” Hamlet said these words while thinking aloud about an important decision—one that could decide his destiny. He was pondering what kind of existence he would have if he made the wrong choice.

Like Hamlet, we all make decisions every day that can affect us for eternity. That is why it’s so important to begin from the right foundation when you make moral choices. This is because who we are (or who we believe we are) determines what we do—not the other way around, as many in the world believe today.

For your foundation to be solid and reliable, it must be based on the truth. True things will always be true, and two true things cannot contradict each other. The truth is, well, trustworthy; you can count on it to be true at all times and in all places. So why does it matter whether God created you or not? Because truth matters. Think of math. Before you can do complex problems, you must master the basics, including the truth that 2+2=4 and not 5. If you get that foundation wrong, your answers to complex problems will be way off. If you’re using those numbers to plan a journey, like NASA aiming a spaceship at a planet, being off by just a little bit in the beginning will result in going thousands of miles off course.

In the same way, the question of whether we come from God matters for our journey through life. It matters if Jesus died for our sins or not. Everyone, at some point in this life must decide, “Is God real?” and “Is Jesus the Son of God who died for our sins?” The answers to those questions literally change everything else. Just as 2+2 cannot equal both 4 and 5, the truth on which we base our understanding of the human person—our foundation—affects everything about who we are and how we should live if we are aiming for Heaven.

So, why a Christian anthropology? Because it is true. And we need to root our understanding of the human person in real truth; otherwise, everything else about how we understand ourselves will fall apart and be meaningless. A worldview that says there is no such thing as truth, and that we are more highly evolved animals, but still animals, will permit and encourage very different standards of conduct than one that acknowledges the dignity of every human person by virtue of their being made in God’s image and likeness.

Think back on the history you have studied during this unit, stretching back to pagan Rome, the Middle Ages, the Enlightenment era, the spread of communism, and so forth.
Why does it matter where we believe humans come from? From a practical standpoint, what is the difference between a worldview that acknowledges the dignity of every human person by virtue of being made in God's image and likeness, and one that does not?

**Worldview Charts**

**Directions:** For each statement, say whether each worldview would tolerate this practice. (You may write yes, no, or maybe).

<table>
<thead>
<tr>
<th></th>
<th>A worldview that imagines that humans are no different from other animals</th>
<th>A worldview that knows that each human person is created in the image and likeness of God</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hunger and poverty</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Child labor, poor working conditions</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Killing of the weak, the sick, the disabled, or the elderly</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Abortion</td>
<td></td>
</tr>
</tbody>
</table>
Reflection Question:
On your own paper, write a short essay explaining which view you hold, which activities you personally refuse to tolerate, and those you personally practice and encourage.

Directions:
For each statement, say whether each worldview would encourage this practice. (You may write yes, no, or maybe).

<table>
<thead>
<tr>
<th></th>
<th>A worldview that imagines that humans are no different from other animals</th>
<th>A worldview that knows that each human person is created in the image and likeness of God</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Personal giving to those less fortunate</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Humane working conditions</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Loving care for the elderly and the sick</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Services and care for single mothers, adoption</td>
<td></td>
</tr>
</tbody>
</table>

Reflection Question:
On your own paper, write a short essay explaining which view you hold, which activities you personally refuse to tolerate, and those you personally practice and encourage.

See next page for answer key.
The Call of Jeremiah

Directions: Read Jeremiah 1:4-9, then answer the questions that follow.

Jeremiah 1:4-9

The word of the LORD came to me:
Before I formed you in the womb I knew you,
before you were born I dedicated you,
a prophet to the nations I appointed you.

"Ah, Lord GOD!" I said,
"I do not know how to speak. I am too young!"

But the LORD answered me,
Do not say, "I am too young!

Then the LORD extended his hand and
 touched my mouth, saying to me,
See, I place my words in your mouth!

1. What does God tell Jeremiah about his origin? _____________________________________________

2. What does God tell Jeremiah about his nature? _____________________________________________

3. What does God tell Jeremiah about his destiny? _____________________________________________

4. How does Jeremiah respond? Can you sympathize or identify with this reaction?
____________________________________________________________________________________
____________________________________________________________________________________

5. What assurance does God give Jeremiah?
____________________________________________________________________________________
____________________________________________________________________________________

6. What lessons can Jeremiah’s example teach us about being open to the truth and to God?
____________________________________________________________________________________
____________________________________________________________________________________

Answer Key

1. God formed him.

2. God dedicated him, or filled him with his purpose to love.

3. God appointed him a prophet: one who would speak the truth.

4. He responds that he is too young. Accept reasoned answers.

5. God tells him not to be afraid, because He will be with him, and He will place the words in Jeremiah’s mouth.

6. Accept reasoned answers.
Saints Are Still Being Made

Directions: Recall our lessons on how Jesus is priest, prophet, and king and read the information below. Then apply what you have learned during this unit to how you personally live out each of these roles.

Not only did Jesus promise that the Church will last until the end of time, but He reaffirmed His promise to the Apostles with His last words to them on this earth. He told them that He would always be with them, and He is still here with us today. And because we know the Church will endure forever, we know that saints are still being made today. Our task is to cooperate with the grace Jesus offers us and live holy lives so we can be among those saints.

Each and every one of us is called to holiness. The Church calls this the universal call to holiness. This is our primary vocation – to be holy. Whether we are called to married life, religious or priestly life, or the consecrated single life, every one of us must seek holiness and to be perfect as our Heavenly Father is perfect. How do we do this? Jesus Himself and the lives of the saints throughout the history of the Church provide the road map to holiness for us. Jesus and the saints each bore witness to the truth, and many gave their lives for the truth. In this is holiness. Today, perhaps more than ever before, the world is in need of people to stand up for the truth and to actively seek holiness. The world still needs saints, which we are all called to be.

1. As king, Jesus began the reign of His Kingdom during His earthly life by teaching the law of the one true God by which all will be judged. List ways you live out the law of God:

   » 
   » 
   » 

2. As prophet, Jesus taught His disciples about God, the truth about how to live righteously and faithfully, and about how to love God and neighbor. List ways you put God first and love your neighbor as yourself:

   » 
   » 
   » 

Accept reasoned answers
3. Christ’s role as priest is the culmination of His ministry, offering us eternal life. List ways you cooperate with supernatural grace to live charitably and recognize truth:

> __________________________________________________________________________________

> __________________________________________________________________________________

> __________________________________________________________________________________

**Reflection Question**

Read the following Gospel verse and explain what Jesus teaches about your origin, nature, and destiny.

Now this is eternal life, that they should know you, the only true God, and the one whom you sent, Jesus Christ. –JOHN 17:3

> __________________________________________________________________________________

> __________________________________________________________________________________

> __________________________________________________________________________________

> __________________________________________________________________________________

> __________________________________________________________________________________

Accept reasoned answers
What Is Morality?

Learning Goals

- Objective truth exists; right and wrong exist.
- Morality is the quality of our actions whereby they are right or wrong.
- Actions that are in accordance with God’s law and will are right.
- Because we are free, we are morally responsible for our actions.

Connection to the Catechism of the Catholic Church

- CCC 1749
- CCC 1954
- CCC 1956

Vocabulary

- Morality
- Free Will
- Human action
- Responsibility
- Voluntary

BIBLICAL TOUCHSTONES

If it is displeasing to you to serve the LORD, choose today whom you will serve, the gods your ancestors served beyond the River or the gods of the Amorites in whose country you are dwelling. As for me and my household, we will serve the LORD.

JOSHUA 24:15

Jesus said to him, “If you wish to be perfect, go, sell what you have and give to [the] poor, and you will have treasure in heaven. Then come, follow me.

MATTHEW 19:21
DAY ONE

Warm-Up

A. Ask the class, “What is morality?” and keep a simple list on the board of student responses. Accept reasoned answers.

B. Explain that sometimes a good way to describe a difficult concept is to say what it is not. Ask your students to describe what morality is not, and keep a simple list on the board. Then propose the following list of things morality is not (if they were not brought up in the discussion before).

- Morality is NOT a list of things to do and not to do.
- Morality is NOT a limiting of your freedom.
- Morality is NOT a list of things the Church teaches to keep people obedient.

C. Conclude by emphasizing that morality is much more than a list of do’s and don’ts.

Activity

Have students turn to What Is Morality? (page 188) in their workbooks and work as a class to complete it by analyzing the definition adapted from the Catholic Encyclopedia.

Formative Assessment

A. Write this summary definition of morality from the Catechism no. 1749 on the board for reinforcement and discussion:

“Freedom makes man a moral subject. When he acts deliberately, man is, so to speak, the father of his acts. Human acts, that is, acts that are freely chosen in consequence of a judgment of conscience, can be morally evaluated. They are either good or evil.”

B. Have students write a definition of morality in their own words.
DAY TWO

Warm-Up

A. Have students read aloud some of their definitions of morality from yesterday. Correct mistakes, and remind them of what morality is not as you reinforce a more comprehensive understanding.

B. Call on individual students to answer the following questions, and discuss as a large group (see the answer key to Handout A for guidance).
   - How does one conform to a standard?
   - What are voluntary actions?
   - Are we responsible for voluntary actions?
   - What is someone’s character?
   - What is the relationship between human action and character?

C. Without naming its source, write on the board the famous quotation from Martin Luther King Jr.’s “I Have a Dream” speech:
   
   “I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.” Ask if anyone can identify who said it.

D. Explain that King was not a Catholic, but a Baptist (Christian) minister. Was he saying that he wanted to live in a world where we did not judge others? No.

E. How did King describe the correct way to judge others? Not by the color of their skin, but by the content of their character.

F. Emphasize that this quotation shows King’s recognition that right and wrong exist. As our society becomes less willing to “judge” others, we become less willing to stand up for what is right, and we become less just as a society. A just society requires that human beings exercise judgment by making good moral choices. We can know what good moral choices are by learning about God and His commands. We can also know them, although not as completely, through our own reason, because His commands are of the natural law. The natural law applies to everyone, everywhere, and is not affected by time or place.
Activity

A. Have students turn to The Rich Young Man (page 190) in their workbooks and read aloud the story from Matthew 19:16-26. On the handout, students should use the Bible story to make a list of standards by which one can judge his actions.

B. Conclude that actions that are in accordance with God's law and will are right, and that what Christ is asking for is not merely rule-following, but detachment from worldly things so that treasure may be gained in Heaven.

Formative Assessment

Draw on the board a diagram like the one to the below. As a class, fill in sources of measurement on the six lines. Emphasize that what Jesus describes to the rich young man is a set of standards by which we can measure our actions and which indicate not mere rule-following, but the habits of character that enable us to do the right and good thing to store up treasure in heaven.
DAY THREE

Warm-Up

A. Begin by letting the class know that you will tell a story. Students should listen carefully and stand up when they hear someone in the story contradict himself or herself. The story goes:

Jane and her mother were arguing about euthanasia (or killing someone out of a desire to end that person’s suffering). Jane’s mother pointed out that euthanasia ends an innocent human life and therefore is wrong. Jane said that there is no such thing as right or wrong for everyone. If a person believes that euthanasia is murder, then euthanasia is wrong for that person. But if a person does not believe that euthanasia is murder, then it is not wrong. They continued arguing. Finally, Jane’s mother said, “Well, as long as your father and I are paying your bills, you don’t have the right to your own opinion on euthanasia.” Jane was outraged, “That’s not fair!” she shouted. (Students should now stand up.)

B. Ask a student to explain where Jane contradicted herself.

C. Reinforce that Jane went from saying there is no such thing as right and wrong to calling something out as wrong. If there is no such thing as right and wrong, how can her mother’s rule be wrong? As soon as Jane objected that her mother’s new rule was not fair, she was appealing to some objective truth that determines what “fair” is.

D. Tell a second story, a bit more extreme to make a point:

Paul always said he did not believe in objective truth. He was also a great tennis player. He devoted all his free time to playing. When he was too tired to play, he would think about strategy. His family was poor, but he worked so hard that he became an even better player than all the children from wealthier families who could afford private coaches. He got a college scholarship and dominated every game he played. He won the U.S. open, the Australian Open, and next he would play in Wimbledon! He had dreamed of this his whole life. It was match point, and he returned a serve – the ball landed just inside the line. He was about to jump up in the greatest triumph of his life when the umpire called, “OUT!” Paul was confused. “The ball was clearly in,” he said forcefully but respectfully. “Sorry, buddy,” the umpire said, “but you’re black, and I don’t want a black person to win Wimbledon. I’m the umpire, and I say that ball was out.” Paul was outraged. “That’s not fair!” he shouted. (Note: Paul just contradicted himself, because he does not believe in objective truth, but he is now appealing to two objective truths – first, that the ball was “in” and, second, that there is something called fairness that the judge’s rulings should follow; Students should now be standing.)

E. Wrap up this activity by challenging students to watch for this tendency in everyday life: even those people who claim there is no such thing as truth always eventually appeal to an objective standard.
Activity and Assessment

A. Have students turn to Subjective or Objective? (page 191) in their workbooks and go over the definitions of those terms, if needed:

- An objective truth is a truth that does not depend upon my knowledge of it, opinion of it, or even awareness of it. For example, the fact that you are alive. You would still be alive whether or not I knew you, agreed with the idea that you were alive, or had an opinion of your life. I don't matter to whether or not an objective truth is true.

- In contrast a subjective statement is one entirely dependent on my knowledge, opinion, or awareness of it. For example, if I said the Chicago Cubs are the best baseball team. A reasonable person might disagree and believe the Boston Red Sox are the best baseball team. But, that doesn't change the fact that the Cubs are the best baseball team to me, based upon my own personal opinion and preferences.

B. Give students a few minutes to complete the top part of Subjective or Objective? independently.

Go over each statement aloud, confirming whether it is objective or subjective.

C. Focus on the objective statements: 3, 4, 10, and 11. Ask students to draw out some of the principles that underlie those statements and work in pairs or trios to write out “rules” that they are based on. These should resemble: Killing is wrong (3); human life has dignity (4); honor your mother and father (8); lying is wrong (10); stealing is wrong (11); fraud is wrong (13).

D. On the bottom of Subjective or Objective?, students should connect these principles to the Ten Commandments and Christ's teaching in the story of the Rich Young Man.

E. Emphasize that the existence of debate over an idea does not make a statement subjective. For example, some people may try to argue that the Holocaust was not bad, that slavery is justifiable, that stealing is okay, and so forth. But the truth is the truth even if some people disagree. Moral truths remain true even if they are unpopular.
What Is Morality?

Directions: Answer the questions below as you take notes and discuss these concepts.

Morality is the quality of our actions whereby they are right or wrong. The Catholic Encyclopedia explains what morality is:

“Morality is the quality given to human action by reason of its conformity to standards or rules according to which it should be regulated — this assumes (1) that human actions are voluntary and responsible, and (2) that there are standards and rules by which human action should be measured.”

1. Morality is not ____________________________

2. Morality is not ____________________________

3. Morality is not ____________________________

4. What does it mean to conform to a standard?
   __________________________________________________________________________________

5. What does it mean for an action to be voluntary?
   __________________________________________________________________________________

6. What does it mean that we are responsible for our voluntary actions?
   __________________________________________________________________________________
   __________________________________________________________________________________

7. Give an example of a standard by which we can measure or judge a human action.
   __________________________________________________________________________________
   __________________________________________________________________________________

Answer Key

1. Morality is not a list of things to do and not to do.

2. Morality is not a limiting of your freedom.

3. Morality is not a list of things the Church teaches to keep people obedient.

4. To observe a rule or a law that is external to us (such as a speed limit) and to follow it according to the letter and spirit of the law.

5. It means an individual freely selects and performs an action by the choice of his own soul and for no other reason.

6. Since we have free will and we are free to make our own choices about how we act, we are accountable for them.

7. Olympic scores, speed limits, test grades, time on a mile run, and so forth.
Answer Key

8. The mental and moral qualities distinctive to an individual.

9. The mental and moral qualities that an individual possesses will determine the quality of the actions he performs.

Extending

8. When we observe a person's voluntary actions, we can learn about his or her character. What is character?

___________________________________________________________________________________________________
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9. What is the relationship between what a person does and his or her character?

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___________________________________________________________________________________________________
___________________________________________________________________________________________________
The Rich Young Man

Matthew 19:16-26

Now someone approached him and said, “Teacher, what good must I do to gain eternal life?”

He answered him, “Why do you ask me about the good? There is only One who is good. If you wish to enter into life, keep the commandments.”

He asked him, “Which ones?” And Jesus replied, “‘You shall not kill; you shall not commit adultery; you shall not steal; you shall not bear false witness; honor your father and your mother; and ‘you shall love your neighbor as yourself.’”

The young man said to him, “All of these I have observed. What do I still lack?”

Jesus said to him, “If you wish to be perfect, go, sell what you have and give to [the] poor, and you will have treasure in heaven. Then come, follow me.”

When the young man heard this statement, he went away sad, for he had many possessions.

1. What source is Jesus quoting in His response to the rich young man?

2. Use Jesus’ words to create a list of standards by which one can judge actions.

3. How do habits of character affect our ability to meet these standards?
Subjective or Objective?

Directions: Read each statement and decide whether it is says something that is subjective or objectively true. Then answer the reflection questions that follow.

Subjective or objective?

1. Homemade pizza is better than takeout.
2. Florida is the most fun state to visit in the United States.
3. The Holocaust was bad.
4. Human beings should not be kept as slaves.
5. Grape jelly is tastier than strawberry.
6. Xbox One is the best video-game console.
7. Pepsi is better than Coke.
8. Parents give us life and deserve respect.
9. Dogs are better than cats.
10. It’s normal to be upset if someone tells mean lies about you.
11. It’s normal to feel violated if someone breaks into your home and steals your things.
12. Lord of the Rings is better than Star Wars.
13. It is wrong to break promises.
14. Football is a more interesting sport than soccer.

Answer Key

The objectively true statements are 3, 4, 8, 10, 11, and 13. Students should recognize the true statements as universal truths that we can know through reason. They should connect the true statements to the Ten Commandments and Christ’s teaching about detachment from worldly things in the story of the Rich Young Man.
Reflection Questions

Consider the true statements. Do we need divine revelation to know these things, or are they possible to know through our reason?

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Connect the true statements to Christ’s teaching.

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______________________________________________________________________________________________
Happy or Not Happy?

Directions: Look at the pairs of images and circle the one in each pair that looks happier. Then respond to the prompt that follows.

Part I

Of course, objects, bodies of water, and plants do not have emotions. And animals do not experience emotions as we do. Yet you probably circled all the same photos as all of your classmates did. Why? How do we know which looks “happier”? Can you think of any other words or phrases to describe what “happy” looks like in these examples?

Part II

Once again, the choice between these images was probably easy. Not counting simple signs of happiness such as smiles, what is the difference between the pictures in each pair?
Part III
St. Irenaeus said, “The glory of God is man fully alive, and the life of man is the vision of God.” When we turn away from sin and toward the good, when we strive for holiness, and when we cooperate with God’s grace— in other words, when we do those things that lead to our destiny, which is to see God face-to-face in Heaven—we are happy (even if we don’t feel happy in the moment). With this concept of happiness in mind, complete this last section. For each, explain how the image shows us human happiness in the true sense of the word.

1. It is 3 a.m., and this exhausted mother would be much “happier” asleep in bed. Why is she in truth happier holding her sick baby?

____________________________________________________________________________
____________________________________________________________________________

2. St. Gianna Molla turned down cancer treatment that might have saved her life, because the treatment would definitely have killed her unborn baby. Why do you think she was happy to make this decision?

____________________________________________________________________________
____________________________________________________________________________

3. St. Maximillian Kolbe volunteered to die in the place of one of his fellow prisoners in a Nazi prison camp. He was thrown into a cell, and the guards checked on him every day as he slowly starved to death. How is it possible that each day, the guards found him smiling and serene right up to the day he died?

____________________________________________________________________________
____________________________________________________________________________

4. Jesus suffered and died for our sins, and then rose again, conquering death so we would not have to suffer eternal separation from God. How does the Crucifixion reveal true happiness?

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____________________________________________________________________________
Good or Not Good?

**Directions:** Read each statement and respond to the prompt, then answer the questions.


   ___________________________________________________________________________________________________

   ___________________________________________________________________________________________________

2. A man breaks into an art museum and uses a knife to slash the paintings. Is this good for the paintings? Is it good for the man? Explain.

   ___________________________________________________________________________________________________

   ___________________________________________________________________________________________________

3. A man and a woman fall in love, marry, and have children. Is this good for the husband and wife? Is it good for the children? Explain.

   ___________________________________________________________________________________________________

   ___________________________________________________________________________________________________


   ___________________________________________________________________________________________________

   ___________________________________________________________________________________________________

**Reflection Questions**

5. Why is all sin contrary to our nature?

   ___________________________________________________________________________________________________

6. What is the greatest good for a human person?

   ___________________________________________________________________________________________________
To Be(lieve) or Not to Be(lieve)—That Is the Question

Directions: Read the essay and complete the charts. Then answer the reflection question.

You may have heard of the character Hamlet from the Shakespearean play of the same name. He famously asked, “To be or not to be, that is the question.” Hamlet said these words while thinking aloud about an important decision—one that could decide his destiny. He was pondering what kind of existence he would have if he made the wrong choice.

Like Hamlet, we all make decisions every day that can affect us for eternity. That is why it’s so important to begin from the right foundation when you make moral choices. This is because who we are (or who we believe we are) determines what we do—not the other way around, as many in the world believe today.

For your foundation to be solid and reliable, it must be based on the truth. True things will always be true, and two true things cannot contradict each other. The truth is, well, trustworthy: you can count on it to be true at all times and in all places. So why does it matter whether God created you or not? Because truth matters. Think of math. Before you can do complex problems, you must master the basics, including the truth that 2+2=4 and not 5. If you get that foundation wrong, your answers to complex problems will be way off. If you’re using those numbers to plan a journey, like NASA aiming a spaceship at a planet, being off by just a little bit in the beginning will result in going thousands of miles off course.

In the same way, the question of whether we come from God matters for our journey through life. It matters if Jesus died for our sins or not. Everyone, at some point in this life must decide, “Is God real?” and “Is Jesus the Son of God who died for our sins?” The answers to those questions literally change everything else. Just as 2+2 cannot equal both 4 and 5, the truth on which we base our understanding of the human person—our foundation—affects everything about who we are and how we should live if we are aiming for Heaven.

So, why a Christian anthropology? Because it is true. And we need to root our understanding of the human person in real truth; otherwise, everything else about how we understand ourselves will fall apart and be meaningless. A worldview that says there is no such thing as truth, and that we are more highly evolved animals, but still animals, will permit and encourage very different standards of conduct than one that acknowledges the dignity of every human person by virtue of their being made in God’s image and likeness.

Think back on the history you have studied during this unit, stretching back to pagan Rome, the Middle Ages, the Enlightenment era, the spread of communism, and so forth.
Why does it matter where we believe humans come from? From a practical standpoint, what is the difference between a worldview that acknowledges the dignity of every human person by virtue of being made in God’s image and likeness, and one that does not?

**Worldview Charts**

**Directions:** For each statement, say whether each worldview would *tolerate* this practice. (You may write yes, no, or maybe).

<table>
<thead>
<tr>
<th></th>
<th>A worldview that imagines that humans are no different from other animals</th>
<th>A worldview that knows that each human person is created in the image and likeness of God</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hunger and poverty</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Child labor, poor working conditions</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Killing of the weak, the sick, the disabled, or the elderly</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Abortion</td>
<td></td>
</tr>
</tbody>
</table>
**Directions:** For each statement, say whether each worldview would encourage this practice. (You may write yes, no, or maybe).

<table>
<thead>
<tr>
<th>Statement</th>
<th>A worldview that imagines that humans are no different from other animals</th>
<th>A worldview that knows that each human person is created in the image and likeness of God</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Personal giving to those less fortunate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Humane working conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Loving care for the elderly and the sick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Services and care for single mothers, adoption</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reflection Question**

On your own paper, write a short essay explaining which view you hold, which activities you personally refuse to tolerate, and those you personally practice and encourage.
The Call of Jeremiah

Directions: Read Jeremiah 1:4-9, then answer the questions that follow.

Jeremiah 1:4-9

The word of the LORD came to me:
Before I formed you in the womb I knew you,
between you were born I dedicated you,
a prophet to the nations I appointed you.
“Ah, Lord GOD!” I said,
“I do not know how to speak. I am too young!”
But the LORD answered me,
Do not say, “I am too young.”

To whomever I send you, you shall go;
whatever I command you, you shall speak.
Do not be afraid of them,
for I am with you to deliver you – oracle of the LORD.

Then the LORD extended his hand and
touched my mouth, saying to me,
See, I place my words in your mouth!

1. What does God tell Jeremiah about his origin?

2. What does God tell Jeremiah about his nature?

3. What does God tell Jeremiah about his destiny?

4. How does Jeremiah respond? Can you sympathize or identify with this reaction?

5. What assurance does God give Jeremiah?

6. What lessons can Jeremiah’s example teach us about being open to the truth and to God?
Saints Are Still Being Made

Directions: Recall our lessons on how Jesus is priest, prophet, and king and read the information below. Then apply what you have learned during this unit to how you personally live out each of these roles.

Not only did Jesus promise that the Church will last until the end of time, but He reaffirmed His promise to the Apostles with His last words to them on this earth. He told them that He would always be with them, and He is still here with us today. And because we know the Church will endure forever, we know that saints are still being made today. Our task is to cooperate with the grace Jesus offers us and live holy lives so we can be among those saints.

Each and every one of us is called to holiness. The Church calls this the universal call to holiness. This is our primary vocation— to be holy. Whether we are called to married life, religious or priestly life, or the consecrated single life, every one of us must seek holiness and to be perfect as our Heavenly Father is perfect. How do we do this? Jesus Himself and the lives of the saints throughout the history of the Church provide the road map to holiness for us. Jesus and the saints each bore witness to the truth, and many gave their lives for the truth. In this is holiness. Today, perhaps more than ever before, the world is in need of people to stand up for the truth and to actively seek holiness. The world still needs saints, which we are all called to be.

1. As king, Jesus began the reign of His Kingdom during His earthly life by teaching the law of the one true God by which all will be judged. List ways you live out the law of God:

   - ▶
   - ▶
   - ▶

2. As prophet, Jesus taught His disciples about God, the truth about how to live righteously and faithfully, and about how to love God and neighbor. List ways you put God first and love your neighbor as yourself:

   - ▶
   - ▶
   - ▶
3. Christ’s role as priest is the culmination of His ministry, offering us eternal life. List ways you cooperate with supernatural grace to live charitably and recognize truth:

› ________________________________________________________________________________

› ________________________________________________________________________________

› ________________________________________________________________________________

Reflection Question

Read the following Gospel verse and explain what Jesus teaches about your origin, nature, and destiny.

Now this is eternal life, that they should know you, the only true God, and the one whom you sent, Jesus Christ. –JOHN 17:3

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What Is Morality?

**Directions:** Answer the questions below as you take notes and discuss these concepts.

**Morality** is the quality of our actions whereby they are right or wrong. The Catholic Encyclopedia explains what morality is:

“Morality is the quality given to human action by reason of its conformity to standards or rules according to which it should be regulated – this assumes (1) that human actions are voluntary and responsible, and (2) that there are standards and rules by which human action should be measured.”

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2. Morality is not ______________________________________________________________________________________

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4. What does it mean to conform to a standard?
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   _____________________________________________________________________________________________________
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Extending

8. When we observe a person’s voluntary actions, we can learn about his or her character. What is character?

___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

9. What is the relationship between what a person does and his or her character?

___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
The Rich Young Man

Directions: Read the Scripture passage, then answer the questions that follow.

Matthew 19:16-26

Now someone approached him and said, “Teacher, what good must I do to gain eternal life?”

He answered him, “Why do you ask me about the good? There is only One who is good. If you wish to enter into life, keep the commandments.”

He asked him, “Which ones?” And Jesus replied, “‘You shall not kill; you shall not commit adultery; you shall not steal; you shall not bear false witness; honor your father and your mother’; and ‘you shall love your neighbor as yourself’.”

The young man said to him, “All of these I have observed. What do I still lack?”

Jesus said to him, “If you wish to be perfect, go, sell what you have and give to [the] poor, and you will have treasure in heaven. Then come, follow me.”

When the young man heard this statement, he went away sad, for he had many possessions.

1. What source is Jesus quoting in His response to the rich young man?

2. Use Jesus’ words to create a list of standards by which one can judge actions.

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Subjective or Objective?

Directions: Read each statement and decide whether it is says something that is subjective or objectively true. Then answer the reflection questions that follow.

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Reflection Questions

Consider the true statements. Do we need divine revelation to know these things, or are they possible to know through our reason?

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